DOCUMENT RESUME

ED 226 199 CE 035 090

AUTHOR Bittle, Ray
TITLE Occupational Education Program for Military Personnel: Conception, Development and Delivery.
PUB DATE [Dec 82]
NOTE 11p.; Presented at the American Vocational Association Convention (St. Louis, MO, December 3-7, 1982).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bachelors Degrees; Degree Requirements; Delivery Systems; *Higher Education; Military Air Facilities; *Military Personnel; Military Service; Program Descriptions; *Program Development; *Vocational Education
IDENTIFIERS Southern Illinois University Carbondale

ABSTRACT

The Occupational Education Program leading to a Bachelor of Science degree at Southern Illinois University was adapted to enable military personnel to participate. Guidelines for determining the amount of credit hours to be awarded were developed. Participants were also required to have an occupational specialty or cluster that would relate to a civilian equivalency. The courses, textbooks, instructional materials, faculty, and program requirements were the same as the on-campus programs. The basic difference was the weekend delivery format with accent on student-centered instructional strategies (student discussions, individual and group reporting, and projects). From the concept and initial class section of 34 in April 1973, the program has expanded to provide higher educational services to more than 35 bases and 1500 students. Student participants have presented a mix of specialty areas, experience background, military responsibilities, and previous university and college credits. Similar programs have been requested at other Air Force bases. Local educational institutions have benefited when students who needed additional general education courses to fulfill degree requirements enrolled in community and university courses. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226199

OCCUPATIONAL EDUCATION PROGRAM FOR MILITARY PERSONNEL: CONCEPTION DEVELOPMENT AND DELIVERY

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R Bittle
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A. BACKGROUND

DR. RAY BITTLE

I. CONCEPT OF THE PROGRAM

THE PROGRAM FOR THE BACHELOR OF SCIENCE DEGREE IN OCCUPATIONAL EDUCATION WAS DEVELOPED TO ENABLE INDIVIDUALS WHO HAVE OBTAINED COMPETENCIES IN AN OCCUPATIONAL SPECIALTY TO BECOME QUALIFIED TO INSTRUCT OTHERS IN THEIR SPECIALTY. GENERALLY THEIR EMPLOYMENT WOULD BE IN A VOCATIONAL TECHNICAL PROGRAM IN A SCHOOL SYSTEM, COMMUNITY COLLEGE OR TECHNICAL INSTITUTE. MANY GRADUATES WITH A BACHELOR OF SCIENCE IN OCCUPATIONAL EDUCATION ARE EMPLOYED BY BUSINESS, INDUSTRY AND GOVERNMENTAL AGENCIES TO ASSIST IN THE TRAINING FUNCTION OR DEVELOPMENT OF PERSONNEL.

THE VOCATIONAL EDUCATION STUDIES DEPARTMENT ACCEPTS GRADUATES OF OCCUPATIONAL EDUCATION PROGRAMS WHO RECEIVE AN ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS) FROM ACCREDITED INSTITUTIONS. THE DEPARTMENT ACCEPTS THE 60+ SEMESTER HOURS AND ENTERS THE STUDENT IN THE THIRD YEAR (JUNIOR). THE BACHELOR OF SCIENCE DEGREE IN OCCUPATIONAL EDUCATION IS A BASIC INVERTED 2 + 2 APPROACH. THE AAS DEGREE ACCENTS AND STRESSES THE OCCUPATIONAL SPECIALTY AREA (± 45 SEMESTER HOURS) AND PROVIDES MINIMAL COVERAGE IN GENERAL EDUCATION(± 15 SEMESTER HOURS).

VOCATIONAL EDUCATION STUDIES DEPARTMENT ACCEPTS THESE STUDENTS WHO HAVE COMPLETED THE AAS DEGREE AND PROVIDES THE PROFESSIONAL PREPARATION IN THE FORM OF:

(A) FIVE (5) FORMAL COURSES (15 SEMESTER HOURS);

(B) A WORKING INTERNSHIP (16 SEMESTER HOURS);

(C) AN INSTRUCTIONAL INTERNSHIP (6 SEMESTER HOURS);

(D) APPROPRIATE ELECTIVES;

(E) ADVISEMENT TO THE STUDENT IN COMPLETING THE REMAINING

CE035090

GENERAL EDUCATIONS REQUIREMENTS AND FULFILL OTHER BACHELOR OF SCIENCE DEGREE REQUIREMENTS WITHIN A MINIMUM OF 120 SH's.

INDIVIDUALS WHO ENTER THE MILITARY SERVICES WILL RECEIVE AN ORIENTATION AND MILITARY TRAINING DURING THE FIRST YEAR. MANY WILL ATTEND FORMAL VOCATIONAL TECHNICAL TRAINING PROGRAMS OFFERED BY THEIR RESPECTIVE SERVICES PREPARING THEM TO OPERATE AND MAINTAIN THE EQUIPMENT IN SUPPORT OF THE PARTICULAR BRANCH OF SERVICE. THESE TRAINING PROGRAMS VARY FROM A FEW WEEKS (6-12 WEEKS) TO MANY MONTHS (6-12 MONTHS). THEY ARE RIGOROUS TRAINING PROGRAMS AND ARE CONDUCTED ON A 6-8 HOURS/DAY FOR FIVE DAYS/WEEK OR APPROXIMATELY 40 CONTACT HOURS/WEEK.

UPON COMPLETION OF THESE TRAINING PROGRAMS THE INDIVIDUALS ARE ASSIGNED TO OPERATIONAL UNITS AND ARE RESPONSIBLE FOR MAINTENANCE AND OPERATION OF THE EQUIPMENT.

ANNUAL PROFICIENCY REPORTS ARE DEVELOPED ON EACH INDIVIDUAL. THE REPORTS HELP DETERMINE THE EFFECTIVE PERFORMANCE OF INDIVIDUALS AND ADVANCEMENT AND PROMOTIONAL POTENTIALS. UNDER THE LEADERSHIP AND GUIDANCE OF THE RANKING PERSONNEL, INDIVIDUALS ARE UPGRADED IN THEIR PERFORMANCE SKILLS AND PROMOTED TO HIGHER PAY GRADES AND RANKS.

INDIVIDUALS IN THE MILITARY SERVICES WHO ARE ASSIGNED TO AN OPERATIONAL SUPPORT UNIT FOR A PERIOD OF FIVE YEARS OR MORE WILL HAVE DEVELOPED AND IMPROVED THEIR PERFORMANCE SKILLS TO THE LEVEL QUALIFYING THEM FOR MILITARY RANK OF E-5.

OUR BASIC GUIDELINES FOR DETERMINING THE AMOUNT OF CREDIT HOURS TO BE AWARDED INCLUDED:

(1) A LISTING OF TECHNICAL SCHOOLS ATTENDED AND LENGTH (HOURS OR WEEKS).

(2) LENGTH OF TIME IN SERVICE (DD 214 DISCHARGE PAPER).

(3) COPIES OF ANNUAL PERFORMANCE REPORTS (APR's).

(4) Present military rank/rate.

(5) Certificate of completion - workshops, seminars, short courses, etc.

(6) Performance or other awards.

One of our main concerns was to determine that individuals had an occupational specialty or occupational cluster which would relate to "Civilian Equivalent" occupation or occupational cluster. Also, we need to obtain the appropriate documentation to enable us to award approximately forty (40) semester hours for the specialty. This corresponds to the occupational specialty block in the AAS of ±40 semester hours and is one-third of the Bachelor of Science degree requirements.

To provide a little clearer picture of <u>WHY</u> these educational services seemed to be needed, consider that:

1. There are many persons in the Military Service who are highly qualified in an occupational specialty.
2. Many personnel <u>MIGHT</u> be interested in expanding their education and personal development while in the service.
3. Time commitment to their duties -- 8 a.m. to 5 p.m., makes attendance at university campus difficult, except for a few courses.
4. Individuals might enroll in a "program" which scheduled courses and class meetings on a "minimum interference with duty hours".
5. The program presented would help develop the military personnel into more competent members of the organization and enhance their potentials for advancement.
6. The program would allow individuals to complete two-thirds of the B.S. degree and encourage them to complete the remaining one third (General Studies). (Some will have completed the GS requirements).

7. There would be an increased number of persons qualified to train and develop others in the numerous occupational and technical specialties.
8. Individuals would be making preparations for continuing in a career, or qualifying to change careers upon completing their service obligations.
9. The excellent possibility of completing education and degree requirements which parallel military service.

Accepting the above to be valid, we had to determine instructional strategies and program delivery formats which would enable the military personnel to participate and perform effectively throughout the program offerings with "minimum interference" with assigned duties. We found the answer to this problem.

The program offered by the Vocational Education Studies Department, College of Education, leading to a Bachelor of Schiece Degree in Occupational Education was an approved program which might readily be adapted to the type delivery format required. In turn the quality of the program would be maintained. The courses, the textbooks, instructional materials, references, contact hours, professional faculty, and program requirements were the same as the "on-campus" programs. The basic difference was the delivery format-delivered on a week-end format with accent on "student centered" instructional strategies -- student discussions, individual and group reporting and projects. The professors supplied the course topical contents, directed, guided, and supervised students' performance.

The scheduling of the course requirements were sequenced to allow students, moving through the various class cycles, to study with a variety of professors throughout their program. Thus enabling the students to associate with members of the professional faculty from many and varied educational institutions and work experience backgrounds.

II. APPROVALS - UNIVERSITY AND MILITARY

APPROVALS OF THE "CONCEPT" AND "TO DELIVER" THE PROGRAM BECAME A DIFFERENT STORY. THE STEP BY STEP DEVELOPMENT, APPROVAL AND IMPLEMENTATION OF THE PROGRAM TO THE MILITARY COVERED A LONG TIME SPAN.

BACKGROUND

EARLY IN 1970, I MET WITH THE EDUCATION SERVICE OFFICER AT SCOTT AIR FORCE BASE, ILLINOIS. I EXPLAINED THE OCCUPATIONAL EDUCATION PROGRAM LEADING TO A BACHELOR OF SCIENCE DEGREE. ONE THIRD (40 SH's) OF THE B.S. DEGREE REQUIREMENTS COULD BE SATISFIED THROUGH DOCUMENTED COMPETENCIES IN AN OCCUPATIONAL SPECIALTY. MANY AIR FORCE PERSONNEL WOULD QUALIFY FOR THIS BLOCK BECAUSE OF THEIR TECHNICAL TRAINING EXPERIENCE IN THE AIR FORCE -- AVIATION, ELECTRONICS, DATA PROCESSING, ETC.

AFTER A BREIF DISCUSSION, THE EDUCATION SERVICE OFFICER SUGGESTED THAT WE DISCUSS THIS PROGRAM AND ITS POTENTIALS WITH THE CHIEF EDUCATION OFFICER, MILITARY AIRLIFT COMMAND, WHOSE HEADQUARTERS ARE LOCATED AT SCOTT AIR FORCE BASE. AFTER A BRIEF DISCUSSION OF THE PROGRAM, THE CHIEF ESO, MAC, WANTED TO KNOW WHEN SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE COULD START THE PROGRAM. HE REQUESTED THE PROGRAM BE CONSIDERED, NOT JUST FOR SCOTT AIR FORCE BASE, BUT ALL BASES IN THE MILITARY AIRLIFT COMMAND -- TEN (10) BASES LOCATED THROUGHOUT THE U.S.

DISCUSSION WITH MY DEPARTMENT CHAIRMAN RESULTED IN THE DEVELOPMENT OF A PROPOSAL AND PLAN FOR DELIVERING THE "PROFESSIONAL OCCUPATIONAL EDUCATION" BLOCK -- FORMAL COURSES AND OCCUPATIONAL AND INSTRUCTIONAL INTERNSHIPS -- TO MILITARY PERSONNEL AT THE VARIOUS MAC BASES.

THE FIRST LEVEL OF APPROVAL AND COMMITMENT WAS THE DEPARTMENTAL FACULTY. DID THE PROPOSED PROJECT FIT INTO OUR DEPARMENTAL THRUSTS AND OBJECTIVES? DID THE MEMBERS OF THE FACULTY WISH TO BECOME INVOLVED AND HELP DELIVER THE PROGRAM?

THE DEPARTMENT FACULTY AGREED TO ASSIST IN IMPLEMENTING THE PROGRAM.

OTHER APPROVAL STAGES INCLUDED THE DEAN, SCHOOL OF ENGINEERING & TECHNOLOGY (LATER THE DEAN, COLLEGE OF EDUCATION); VICE-PRESIDENT FOR ACADEMIC AFFIARS; PRESIDENT AND BOARD OF TRUSTEES.

PARALLEL APPROVALS WERE BEING REQUESTED THROUGHOUT ECHELONS OF THE U.S.A.F. POTENTIAL STUDENTS FROM THE MILITARY RANKS WERE BRIEFED AND APPROVAL RECEIVED FROM THEIR MILITARY SUPERVISORS TO ENROLL IN THE PROGRAM WHEN OFFERED. THE REQUESTS FOR APPROVAL MOVED FROM THE STUDENTS, ESO's, BASE COMMANDERS THROUGH TO USAF HEADQUARTERS, WASHINGTON, D.C.

A MEMORANDUM OF UNDERSTANDING (MOU) WAS DEVELOPED BETWEEN THE U.S.A.F. AND S.I.U.C. WHICH PROVIDED THE SPECIFICATIONS, GUIDELINES AND APPROPRIATE AUTHORITY FOR IMPLEMENTATION OF THE PROGRAM DELIVERY.

B. IMPLEMENTATION

I. RECRUITING, PROGRAM ADVISEMENT AND ENROLLMENT

VISITS TO MILITARY BASES WERE SCHEDULED AND PROGRAM BRIEFINGS CONDUCTED. SOME BASES WERE RE-VISITED. PERSONS EXPRESSING AN INTEREST IN THE PROGRAM, HAD THEIR BACKGROUND EVALUATED TO DETERMINE THAT THEY MET MINIMUM PROGRAM ENTRY REQUIREMENTS. ESTIMATES OF ENROLLMENT AT EACH BASE WERE DEVELOPED. A SIMPLIFIED PERT (PERFORMANCE EVALUATION REVIEW TECHNIQUE) TYPE CHART WAS DEVELOPED FOR THE TOTAL PROGRAM AND FOR INDIVIDUAL BASES. THIS WAS A GREAT HELP IN DETERMINING THE TIMING AND ALLOWED THE NECESSARY LEAD TIME TO SCREEN, SELECT AND EMPLOY ADDITIONAL UNIVERSITY FACULTY TO SUPPORT THE INCREASED EDUCATINAL SERVICES BEING PROVIDED.

DURING THE PERIOD 1970-1973 THERE WERE SOME PERSONNEL CHANGES IN THE MILITARY COMMANDS--HEADQUARTERS MAC AND INDIVIDUAL BASES--AND AT THE UNIVERSITY. EACH CHANGE IN THE MILITARY USUALLY REQUIRED A "RE-BRIEFING" ABOUT THE PROGRAM. IN SOME CASES STUDENTS WERE BRIEFED AND PREPARED TO ENTER THE PROGRAM BUT NO FIRM START DATE WAS GIVEN.

THE PROGRAM WAS SCHEDULED TO "KICK OF" AT SCOTT AIR FORCE BASE ON 15 APRIL 1973. THE FIRST GROUP TO ENROLL IN THE PROGRAM CONTAINED THIRTY-FOUR (34) MILITARY AND DOD PERSONNEL.

THE "OCCUPATIONAL EDUCATION PROGRAM FOR THE MILITARY" HAS DEVELOPED FROM "THE CONCEPT AND INITIAL CLASS SECTION OF THIRTY-FOUR IN APRIL 1973" TO MORE THAN FIFTEEN BASES AND ENROLLMENT OF 600-800 STUDENTS. IN ADDITION, THE "DELIVERY CONCEPT" HAS SPREAD TO THE COLLEGE OF ENGINEERING AND TECHNOLOGY AND THE SCHOOL OF TECHNICAL CAREERS. THROUGH THESE THREE SCHOOLS, SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE PROVIDES HIGHER EDUCATIONAL SERVICES TO MORE THAN THIRTY-FIVE (35) BASES AND 1500 STUDENTS.

II. ROUGH PROFILE OF MILITARY STUDENT

THE STUDENT PARTICIPANTS IN THE PROGRAM FOR THE MILITARY PRESENTED AN EXCELLENT MIX IN TYPE OF STUDENTS.

(1) THE SPECIALTY AREAS THE STUDENTS REPRESENTED WERE VARIED AND INCLUDED:

(A) HEALTH RELATED (R.N., CPT, X-RAY, LAB TECH, DENTAL, ETC.)

(B) ENGINEERING TECHNOLOGIES (AVIATION, ELECTRONICS, DRAFTING, MECHANICS, ETC.)

(C) OTHERS - (SAFETY, INSPECTION, MANAGEMENT AND PERSONNEL, CLERICAL, SUPPLY, ETC.)

(2) EXPERIENCE BACKGROUND

THE YEARS OF EXPERIENCE IN THE SPECIALTY AREA RANGED FROM SIX (6) YEARS TO OVER 26 YEARS, WITH AN AVERAGE PER CLASS SECTION OF TEN (10) YEARS OR MORE.

(3) RESPONSIBILITIES OF MILITARY RANK/RATE.

THE ENLISTED RANGED FROM E-5 TO E-9 AND THE OFFICERS FROM WO-2 TO O-5.

(4) PREVIOUS UNIVERSITY AND COLLEGE CREDITS.

MANY OF THE STUDENTS HAD COMPLETED ONLY A FEW ACADEMIC CREDITS, USUALLY IN THE GENERAL EDUCATION AREA. A FEW HAD COMPLETED AN AA DEGREE AND A FEW MORE HAD COMPLETED MORE THAN 60 SEMESTER HOURS--OFTEN IN A VARIETY OF AREAS. GRADE POINT AVERAGE VARIED AS WOULD BE EXPECTED FOR A CLASS MIX OF THIS TYPE.

III. RESULTS AND BENEFITS

MANY OF THE MILITARY PERSONNEL APPROACHED THE FIRST COURSE WITH MIXED FEELINGS. MANY HAD NOT ATTENDED A UNIVERSITY PROGRAM OR MAY HAVE ENTERED AND WITHDRAWN BECAUSE OF LACK OF INTEREST OR DEDICATION OR TO ENTER THE MILITARY SERVICES.

IN THE INITIAL CLASS SESSION AFTER THE TOTAL OVERALL OBJECTIVES OF THE PROGRAM AND THE INDIVIDUAL COURSES WERE EXPLAINED AND THEY HAD BEGUN TO FEEL A PART OF A PROGRAM THAT COULD HELP THEM TO REACH THEIR EDUCATIONAL GOAL, THE STUDENTS BECAME INTERESTED, MOTIVATED AND ENTHUSED.

AFTER COMPLETING THE FIRST WEEKEND SESSIONS AND REALIZING THAT THEY COULD ACCEPT AND MEET THE CHALLENGES OUTLINED BY THE PROFESSOR AND THE OCCUPATIONAL EDUCATION PROGRAM, MANY STUDENTS IMMEDIATELY CONTACTED THEIR FRIENDS AT OTHER MILITARY AIRLIFT COMMAND BASES INDICATING THEIR POSITIVE FEELINGS ABOUT THE PROGRAM. THESE FRIENDS, IN TURN, CONTACTED THEIR BASE EDUCATION SERVICE OFFICERS AND MADE INQUIRIES ABOUT THE PROGRAM.

THESE DISCUSSIONS RESULTED IN REQUESTS TO SOUTHERN ILLINOIS UNIVERSITY FOR THE PROGRAM TO BE DELIVERED AT OTHER MAC BASES. THE "POSITIVE IMAGE" OF THE PROGRAM SPREAD TO BASES IN OTHER COMMANDS OF THE UNITED STATES AIR FORCE--STRATEGIC AIR COMMAND (SAC), AIR TRAINING COMMAND (ATC) AND TACTICAL AIR COMMAND (TAC). THE EDUCATIONAL SERVICES WERE AND ARE NEEDED. THE QUESTION OF "ENROLLMENT POTENTIALS" IN THE PROGRAM WAS ANSWERED.

BUT APPROVALS TO OFFER THE PROGRAM AT OTHER BASES WERE REQUIRED. AGAIN THE PLANNING TOOL--PERT--WAS USED TO HELP DEVELOP THE LEAD TIMES FOR IMPLEMENTING THE PROGRAM AT THE VARIOUS BASES, HIRING THE PROFESSIONAL FACULTY, APPROPRIATE SUPPORT STAFF, DEVELOP THE INSTRUCTIONAL MATERIALS AND STRATEGIES, SCHEDULE THE COURSES AND INTERNSHIPS AND START THE PROGRAM.

THE EDUCATIONAL SERVICES PROVIDED TO THE MILITARY PERSONNEL ON A "MINIMUM INTERFERENCE" WITH BASE DUTY ASSIGNMENTS ENCOURAGE MANY INDIVIDUALS TO PLAN COMPLETION OF THEIR BACHELOR OF SCIENCE DEGREE PROGRAM PARALLEL WITH THEIR ASSIGNED DUTIES.

BECAUSE A NUMBER OF STUDENTS NEEDED TO COMPLETE ADDITIONAL GENERAL EDUCATION COURSES TO FULFILL THE DEGREE REQUIREMENTS, MANY ENROLLED IN LOCAL COMMUNITY COLLEGE AND UNIVERSITY COURSES--AN ADDITIONAL BENEFIT TO THE LOCAL EDUCATIONAL INSTITUTIONS.

C. CHALLENGES INHERENT IN THE "CAMPUS-WITHOUT-WALLS" DELIVERY CONCEPT AND REWARDS

I. CHALLENGE

AN INDIVIDUAL OR ORGANIZATION WHO WOULD LIKE TO ACCEPT THE CHALLENGES OF THE "CAMPUS-WITHOUT-WALLS" DELIVERY MUST ACCEPT THE FACT THAT:

(1) THERE WILL BE RESISTANCE--FROM WITHIN, AND OTHER ORGANIZATIONS.

(2) A SERVICE CAN BE PROVIDED WHICH IS NEEDED, ACCEPTED AND APPRECIATED BY MANY INDIVIDUALS WHO OTHERWISE WOULD BE UNABLE TO COMPLETE THE REQUIREMENTS BECAUSE OF EMPLOYMENT COMMITMENTS.

(3) MANY WILL BE INVOLVED WHO WOULD NOT BE IF THE SERVICES WERE NOT MADE AVAILABLE.

(4) THE MEMBERS OF THE STAFF PROVIDING THE SERVICES MUST ACCEPT AND BE DEDICATED TO THE CONCEPT. THEY MUST BE HIGHLY QUALIFIED, ENTHUSIASTIC, MOTIVATED AND "PEOPLE ORIENTED".

(5) THE TOTAL ORGANIZATION RESPONSIBLE FOR PROVIDING THE SERVICES MUST BE SUPPORTIVE OF THE TOTAL EFFORT--PERSONNEL, FINANCING, MATERIALS, MORAL AND PROFESSIONAL ASSISTANCE AND ENCOURAGEMENT.

(6) AN ORGANIZATION HAS TO JUDGE HOW MUCH OF THE "ALMOST UNLIMITED NEED" THEY WILL ACCEPT AS ITS RESPONSIBILITY.

II. REWARDS

REWARDS FOR PROVIDING THESE TYPE SERVICES MAY BE REALIZED IN MANY WAYS. MAYBE JUST KNOWING THAT YOU ARE PROVIDING A SERVICE WHICH WILL HELP OTHERS TO FURTHER THEIR PERSONAL DEVELOPMENT IS SUFFICIENT REWARD. KNOWING THAT YOU ARE MEETING THE CHALLENGE OF DELIVERING THE SERVICES MAY BE ENOUGH.

APPROPRIATE FEEDBACK FROM INDIVIDUALS WHO HAVE SUCCESSFULLY COMPLETED THE SERVICES OFFERED AND HAVE BENEFITTED HAS TO BE REWARDING.

EVIDENCE THAT SUCCESSFUL COMPLETION OF ONE SERVICE RESULTED IN MOTIVATION TO ATTEMPT ADDITIONAL CHALLENGES (AAS B.S. M.S. ETC.) IS DEFINTELY REWARDING.

THE FEELING THAT YOU ARE STRIVING TO FULFILL YOUR ACCEPTED RESPONSIBILITIES BY BEING ABLE TO ASSIST OTHERS IN THEIR QUEST FOR "SELF-ACTUALIZATION", MUST, IN TURN, HELP YOU FEEL "SELF-ACTUALIZED".